

N.B.—The Programmes must be used in conjunction with *Home Education and Parents and Children*.

Programme 124†

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( Sept. to Dec., 1932.  
Jan. to March, 1933, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE )

Motto : " *I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

FORM I., (A & B).

(Ages 6 to 9).

PUPILS' NAMES.....

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#### Bible Lessons.

The Bible text must be read and narrated without interruption.

#### A & B

I. Suitable stories from *Genesis*, chapters 37-50, inclusive  
(see Paterson Smyth).

Teacher may study Dr. Paterson Smyth's *Genesis* (Sampson Low, 2/-), lessons 17-24, inclusive (omitting questions), in order to bring the passages home to the children.

or, Beginners: *Bible Stories for My Grandchildren*, by "Lois," (Oxford Press, 3/6).

II. Suitable stories from *St. Luke's Gospel*, chapters 8-16, inclusive.

Teacher will find the following books useful: *The Little Bible* (Oxford Press, 2/6, see *Appendix for Teachers and Parents*). *Helps to the Study of the Bible* (new edition, Oxford Press, 8/6). *Side-Lights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *The Life of Jesus of Nazareth*, illustrated by W. Hole (Eyre & Spottiswoode, 15/-). *Bible Atlas* (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6).

† The 124th term of work set since the Parents' Union School began.

Prayers, Hymns, etc.

*The Children's Kingdom* (daily readings), by G. Watts and S. Perrin (Blackwell, 2/6). *Prayers and Hymns for Little Children* (Oxford Press, 1/-, with music, 2/6), or, *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6).

Sunday Reading:

- A *A Book of Golden Deeds*, by Charlotte Yonge (Nelson, 1/3), pp. 373-450. *Columbus* (Nelson, 1/6). *If I lived in Japan*, by M. Entwistle (E.H.P., 1/-).
- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-). *Animals of the Bible*, illustrated, by E. E. Helme (R.T.S., 3/6). *Fragrance and the Others*, by M. Entwistle (E.H.P., 1/6).

Sunday Occupations:

- A & B *The Treasure Ship Sails East*, (S.C.M., 3/6), for stories, games and occupations. *Japan Painting Book* (C.M.S., 1/-). Make Christmas Cards.

Writing.

- A Two letters to be mastered each lesson. Transcribe from reading and poetry books. Write words and short sentences from dictation. New words must be visualised beforehand (see *Home Education*, pp. 240-243).

Upper I.A., write also verses from memory, and occasionally a few sentences of a narration.

- B One letter to be mastered each lesson. Write, or print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

A *New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, teacher's instructions, 6d., cards 3, 4, 5 and 10, 5d. each). Card 7 is also a good model for cursive writing.

Tales.

- A *The Pilgrim's Progress*\* (Oxford Press, 3/6, or, Nelson, 1/3), Part II., from "The Two Lions," to "The Departure from Gaius' House." *Tales of Troy and Greece*\*, by Andrew Lang (Longmans, 5/-), pp. 254-287.

- B Three or four Fairy Tales: choose from Andersen's *Fairy Tales*, or, from Grimm's *Fairy Tales* (both Oxford Press, 3/6, or any complete edition). *Æsop's Fables* (Murray, 2/6): choose from pp. 73-109.

British History.

- A *Our Island Story*\*, by H. E. Marshall (Jack, 10/6, or, Parts II. & III., 3/3 each), pp. 342-393 (1588-1685). *Tales from Westminster Abbey*\* (Revised Edition, 1932), by Mrs. Frewen Lord (Sampson Low, 1/6), pp. 44-82.
- B *Our Island Story* (Jack, 10/6, or, Part I., 3/3), pp. 1-40 (55 B.C. - A.D. 449); or, work with A, as above.

Geography.

Philip's *Atlas of Comparative Geography*\* (3/6).

- A *Ambleside Geography Books, Book I.*\* (1926 edition) (Kegan Paul, 2/6), pp. 46-58 (lessons 18-22 inclusive); *Book II.*\* (1926 edition, 3/-) pp. 63-83, inclusive, map questions to be answered before each lesson. Pace the distance to the front gate, making a plan of the drive; or, pace and make plans 40 yards on each of 4 roads (trees, houses, etc.). Learn something about six places connected with recent events.

Take *The Home and Classroom Section of The Times* (Times Office direct, 6/- a year).

- B *Ambleside Geography Books, Book I.*, pp. 31-46 (lessons 11-17, inclusive). *The World and its Wonders* (Cambridge Press, 2/-), pp. 38-69 (omit questions). Learn something about six places Father and Mother (or teacher) have visited. (1), Describe, (2), make in tray of sand: mountains, lakes, valleys.

Natural History.<sup>1</sup>

- A & B Keep a Nature Note-Book\* (P.N.E.U. Office, 5d., see *Home Education*, pp. 54, 55), with as much out-door observation as possible. Find and name six kinds of wild fruits; watch animals, birds, insects.

Teacher will find useful: *Nature Rambles*: Vols. III. & IV., and *Nature in the Garden*, Vol. II.: *Midsummer to Winter*; all by E. Step, F.L.S. (Warne, 2/6 each).

- A *Wild Life Studies*\* by Frances Pitt (Nelson, 1/-), pp. 9-52 *Plant Life in Field and Garden*\*, by A. Buckley (Cassell, 1/3), pp. 7-18 and 52-80.

- B *Mother Nature's Creatures*, by J. Lucas (Warne, 1/-), pp. 11-63. *My Animal Friendships*†, by Cherry Kearton (Arrowsmith, 3/6), pp. 40-87.

or, (Overseas) A & B, *On the Seashore*\* ("Eyes and No Eyes" Series, Cassell, 1/3), pp. 1-44. *Animal Life in the New World*\*, by Martin Duncan (Milford, 1/-), pp. 1-40.

French.<sup>2</sup> (See N.B. 4.)

The work should be *oral only*, but in Upper I.A children may write down words and short sentences.

- A *Le Livre Rouge*\*, by E. Magee (Blackie, 2/6), or, *Le Français par les Images*\* (Dent, 1/4), six lessons a term. Learn a poem from *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.).

Optional: a fable from *French Fables in Action*, by V. Partington (Dent, 1/9), children to narrate.

- B *La Vie de Madame Souris* (Dent, 1/-), six lessons each term.

<sup>1</sup> Members overseas see special leaflet.

<sup>2</sup> Schools may substitute the national language.

† Comes to an end this term.



A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), or, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/6).

Teacher will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Company, 2/6); with six Columbia records (6/- each, not stocked at the P.N.E.U. Office).

#### Number. (See N.B. 4.)

*Teachers' Books are essential.* Some rapid mental work for A and B each lesson, and regular practice in tables.

A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I.\* (University of London Press, Pupils' Book 10d, Teacher's Book, 2/-).

(6th term), Pupil's Book, pp. 55-64, inclusive.

(3rd term), pp. 24-33, with *Fundamental Arithmetic Cards*, Standard I., Set A or B (1/3 each), cards 14-16; and 21-23.

B (3rd term). *Step-at-a-Time Arithmetic*, Book I.\* (A. & C. Black, Pupil's Book, 7d.), pp. 26-40. (Teacher's Book, 2/-). Sums may be worked with dominoes, beans, etc., at first.

Beginners: *Number*, by Mrs. W. A. Stephens, B.Sc.(Lond.) (P.N.E.U. Office, 4d.).

Picture Study (see *Home Education*, pp. 307-311).

A & B Study reproductions of six pictures by Raphael\* (P.N.E.U. Office, 2/- the set): see notes for teachers only in the September number of the *Parents' Review*.

#### Brushdrawing.

A & B Paintings of (a) six kinds of wild fruits; (b) six wild creatures that you have been able to watch; (c) scenes from stories taken from Reading books set. Make Christmas Cards.

Children should draw occasionally from memory, with brush, crayon, or chalk. *Pencils should not be much used.* See *Home Education*, page 313; *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), pp. 1-9, 35-37, 145-151.

Paint-box with specially chosen colours, brush and palette, (P.N.E.U. Office, 2/6). Box of crayons (4½d.), coloured chalks, (5d.). For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each).

#### Recitations.

A & B Learn 6 consecutive verses from work set in *Genesis* and *St. Luke*. Psalm 84, or a suitable hymn. Learn a poem (each child may choose a different one).

Use one of the following: *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Staircase*, chosen by L. Chisholm, Parts I.-IV. (Nelson I. and II., 5d. each; III. and IV., 6d. each); *Tom Tiddler's Ground*, chosen by Walter de la Mare (Collins, 2/6, or, in three parts, 1/- each).

B (only) *Fairy Friends*, by Rose Fyleman (Methuen, 1/6).

#### Reading.

Children should "visualise" new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."

A (Upper), Poetry and books used for History, Geography, and Tales. *Jacques and Odette*,\* by L. E. Mulets (Harrap, 1/-). *The Magic Kettle*,\* by David Wynn (Harrap, 8d.).

A & B For children who can read a little: *Picture Tales from the Russian*,\* Books I. to III. (Blackwell, 1/- each). *Manuel's Adventure*\* (Milford, 3½d. or 6d.). *Donald, the Red Deer*,\* and *Wily Reynard*\* (Blackie, 5d. each).

B Reading taught as in *Home Education*, or, use *The Beacon Readers*, by J. H. Fassett, Books I.\* (10d.), and II.\* (1/-), with *Teacher's Manual* (Ginn, 1/6). For beginners, *The Beacon Reading Cards* (1/-) and *Word Builders* (1/-), with the *Introductory Book* (9d.).

Holiday and Evening Reading:

A *Drake* (Nelson, 1/6). *Man's Great Adventure*, by Stephen Southwold (Longmans, 2/6). *The Water Babies*, by Charles Kingsley (Collins, 1/3).

B *The Spindle Tree*, by A. G. Herbertson (Jack, 2/6). *In the Beginning*, by Lady Erleigh (Nelson, 2/-). *The Children's World*, by M. S. (Fountain Press, 2/6).

A & B *The Merry-Go-Round*, a magazine for children (1/- monthly).

#### Music Appreciation.

A & B The work of Haydn. See (a), article, and (b), the records suggested under *Our Work*, in the September *Parents' Review*. *Haydn*, by B. L. Thomson (Sheldon Press, 4d.).

#### Ear Training, Piano, etc.

A & B Regular lessons in ear training and sight reading.

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.). *The Three R's in Music*, by Arthur Somervell (Boosey, 1/6).

*Ear Training*, by M. Chamberlain (Novello, 6/-), and *Eye Training*, by M. Chamberlain (Novello, 2/6), will be found useful. (See introduction for amount of work each term.)

*The Child Pianist* (Curwen & Son, 3/- a volume), with *Teacher's Guide* (revised edition, 7/6).

#### Singing.

See *Ear Training* and *Eye Training* above.

A & B Learn two English songs or Christmas carols.

*Christmas Carols* (1st Series) edited by Sir J. Stainer (Novello, 1/-).

A *The Clarendon Song Books*, Books I. & I.A. (Oxford Press, 2/6 or 3/- each; words and voice parts only, 6d. or 8d. each).

B For songs see *Ear Training* (above); *Songtime*, edited by Percy Dearmer (Curwen, 4/6); *Traditional Songs and Tunes for Little Folk*, by Mrs. Murray Mac Bain (Evans, 3/6).

A & B Learn two French songs (see under French).



**Drill.**

A & B Daily drill and games.

*A Hundred Children's Singing Games*, edited by F. Kidson (Bayley & Ferguson, 2/-). Folk dances: *Scandinavian Dances*, Series I. & II. (Ling Association, with instructions, 11d. each). *British Marches for Schools*, by Martin Shaw (Evans, 3/6).

A Board of Education *Syllabus of Physical Training for Schools*, 1919 (1/6); take six consecutive tables.

B *Physical Exercises for Children under Seven* (3d.).

A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode).

**Work: Crafts, etc.**

A & B (a) Help in house or garden.

*Practical Gardening for Children*, by H. O. Marshall (S.P.C.K., 1/6).

(b) Paper modelling.

I.A & B. *Paper Cutting and Modelling*, by J. E. Tolson (Pitman, 4/-). (Omit correlated schemes). Choose suitable models from Sections I. to V.

I.B. may use *Coloured Paper Work* (Dryad, 2/-); *The World of Paper*, by Forbicicchio (Willis & Co., Vol. IV., 1/3), for cut-out animals.

Toys, may be made from *Toy-Making*, by Bertha Eden (Pitman, 4/-).

(c) Sewing: make, for example, a kettle holder.

See *Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6).

(d) Felt Work: Cut out and appliqué animals, etc.

*Dryad Leaflets*, Nos. 59 & 72 (6d. each).

Make Christmas presents.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

N.B.—Teachers will find valuable suggestions in *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

**GENERAL NOTES.**

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 2.—The work in Form I.A. lasts for two years (ages 7 to 9). In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A. might be called "Upper I.A."

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6), and *Parents and Children* (5/-). A record of work should be kept (see leaflet H). In home school-rooms and small schools where there are children in A as well as in B, both forms may work together, except in Tales and Geography, doing the work of A or B as they are able, but more work must be expected from I.A. The work in any one subject must not be selected from A and B.

N.B. 4.—In Arithmetic and French there must be no gaps. Pupils, if not at the stage indicated, must, in these subjects, either (a) begin the set book if the subject is new, or (b) continue in the set book from the point they have reached, but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 5.—Each pupil in Upper I.A. should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set from "Drawing" onwards (and any others in small type) are advisable but optional.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work and Notes and Queries* in the *Parents' Review*.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

# Parents' National Educational Union

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(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto: "*I am, I can, I ought, I will.*"

FORM I. (A and B).

PUPILS' NAMES.....

### Bible Lessons.

- A&B I. 1. Tell (*a*), the dreams which Joseph told to his brethren.  
What did his family think about them? *or*, (*b*), how  
Joseph's brethren treated him.
2. Tell (*a*), a story about Joseph's brethren when they  
came to buy corn in Egypt, *or*, (*b*), how Benjamin  
met Joseph in Pharaoh's palace.
- II. 1. Tell about (*a*), Jesus stilling the storm, *or*, (*b*), the  
feeding of the five thousand.
2. Tell the parable of (*a*), the Good Samaritan, *or*, (*b*),  
the Prodigal Son.

Beginners. Tell a Bible Story you have heard this term.

### Writing.

- A Write (once only), a line of poetry from memory.
- B Write, or print, (once only):—  
"The hoar-frost twinkles on the trees."

### Tales.

- A 1. Tell (*a*), what happened when Christiana came to the  
Porter's lodge, *or*, (*b*), about Mr. Greatheart's fight  
with Giant Maul.
2. Tell (*a*), how Athênê and Hermes came to the help of  
Perseus, *or*, (*b*), how Perseus slew the Gorgon.
- B 1. Tell (*a*), a short fairy story, *or*, (*b*), one long or two  
short Æsop's Fables.



#### History.

- A 1. Tell the story of (a), Essex, the Queen's favourite, *or*, (b), Jenny Geddes.
2. Tell (a), a story of Cromwell and his army, *or*, (b), how King Charles II. came back to the throne.
3. Tell (a), about the bravery of Henry Fawcett, *or*, (b) a story about Handel, showing why his monument is in Westminster Abbey.
- B 1. Tell (a), a story about the Romans, *or*, (b), about the brave British Queen.
2. Tell (a), about two good things the Romans left behind in Britain, *or*, (b), the story of St. Alban.

#### Geography.

- A 1. What are lines of latitude, and what do they tell us on a map? Find and name two countries in the tropics.
2. (a), Draw the shape of Ireland and put in the names of two lakes, two rivers, and two towns; *or*, (b), tell about a visit to Normandy.
- B 1. Can you explain why we have four seasons?
2. Tell what you would like to see on a visit to (a), Holland, *or*, (b), Italy.

#### Natural History.

- A 1. Tell about (a), the long-eared bat, and how he gets his food, *or*, (b), baby seals.
2. Describe (a), four different shaped leaves you have found and tell why leaves work hard, *or*, (b), two fruits and two seeds you have found this term. Make drawings if you can.
- B 1. Tell about (a), dormice and their "houses," *or*, (b), spiders and their webs.
2. Tell a story about (a), Robin, the inquisitive mon-goose, *or*, (b), Mr. Penguin.

#### Overseas (A & B)

1. Tell about (a), how "Five-Fingered Jack" gets his meals, *or*, (b), baby crabs.
2. Tell about (a), Spider Monkeys, *or*, (b) the Puma.

#### French \* (Oral only; no work to be sent in.)

- A Children (a), tell about a picture, (b), make three new sentences, (c), recite a poem.
- B Say six sentences, *or*, answer six questions in French about a picture.

#### Number. (All working must be shown and answer clearly stated.)

##### A (6th Term.)

1. An aeroplane can fly from England to S. Africa, 5728 miles, in 8 days. How far does it fly in a day?
2. I have £2 for Christmas shopping and I spend 11s. 6½d. in one shop, 2s. 5½d. in another, 3s. 4½d. in a third, and 6s. 7¾d. in a fourth. How much have I left?
3. A man bought 9 chickens for £1 4s. 9d. 2 died and he sold the others at 3/6 each. How much did he lose?

##### A (3rd Term.)

1. If there are 49 matches in a box, how many are there in 6 boxes?
2. There are 60 feet of string in a ball. How much is left if 3 lengths of 8 feet each and 5 lengths of 7 feet each are cut off?
3. Draw a line 6 inches long and mark it in half inches. Cut off 2½ inches. How many half inches are left?

##### B (3rd term.)

1. A gardener bought 100 bulbs. He planted 40 in bowls and the rest in a garden bed. How many did he put in the bed?
2. 25 horses, 6 elephants, and 4 camels took part in a parade. How many legs went marching past?
3. How many ozs. of sweets are there in a 5lb. tin?

#### Picture Study

A & B. Tell what you can about "The Miraculous Draught of Fishes," by Raphael.

(Another picture by Raphael may be described if this one was not studied).

#### Brushdrawing. (All work to be done with brush and in colour)

1. Make a picture, giving it a name, of one of the stories (from books set) that you have enjoyed this term.
2. (a) A wild fruit (from the object), *or*, (b), an animal or bird you have watched this term (from memory).

#### Recitations.\*

Father to choose a hymn, a poem, and two passages from the Bible lessons.

#### Reading.\*

Father to choose unseen passage.

#### Music.\*

Examine in work done and report progress.

**Singing.\***

Father to choose an English and a French song, and two tonic sol-fa exercises.

**Drill.\***

Drill, before parents.

**Work, Crafts, etc.\***

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

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N.B. 1.—Examination to begin on Monday, December 5th. Papers to be posted on Dec. 10th, *with no other enclosure*. The examination should last a full school week.

N.B. 2.—Subjects thus indicated (\*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form I.A, the rest being dictated, (b) the Regulations as to the number of papers to be sent in by Schools. In Infant Schools: a teacher's P.U.S. Report on *one* child's oral work may be sent up from Form I.B, when it is not possible to arrange for the dictated answers for either I.B. or I.A.

N.B. 4.—Members overseas may send in papers for examination at the end of *any two* terms in the year.

Members are asked to state on the *Parents' or Teachers' Report Form (a)*, how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.